

Adaptation of Innovative Tools for Human Resource Management in International Research Projects

Claudia-Anamaria BUZDUCEA (DRĂGOI)

National University of Science and Technology POLITEHNICA Bucharest, Romania
claudia.dragoi@stud.fiir.upb.ro

Florentina-Geanina TACHE*

National University of Science and Technology POLITEHNICA Bucharest, Romania
**Corresponding author, florentina.tache@upb.ro*

Mihail PUIU*

National University of Science and Technology POLITEHNICA Bucharest, Romania
**Corresponding author, mihail.puiu@stud.fiir.upb.ro*

Augustin SEMENESCU

National University of Science and Technology POLITEHNICA Bucharest
Corresponding Member of the Romanian Academy of Scientists
augustin.semenescu@upb.ro

Abstract. Human resource management has significant challenges in international research partnerships, particularly in situations requiring high levels of adaptability, innovation, and interdisciplinary expertise. Multicultural teams, cutting-edge technology, and continuous professional development are the lynchpins of successful initiatives. Highlighting the significance of Artificial Intelligence (AI) in enhancing communication, cooperation, and individual performance monitoring, this paper explores the adaptation of modern human resource management strategies inside international research contexts. Machine learning (ML) models, automation frameworks, Eye Movement Desensitization and Reprocessing (EMDR) treatment technologies, Brain-Computer Interface (BCI) systems, and other similar technologies are thoroughly examined in this article to determine how they might improve project efficiency and decision-making. Cognitive data, emotional feedback systems, and predictive analytics are all integrated in these solutions, allowing for more personalized and adaptable management approaches. Several of the authors' prior research initiatives are cited to demonstrate the actual implementation of AI-driven educational aids, adaptive decision-support systems, and user-centered software architectures within multidisciplinary academic teams. The results show that integrating human-centered design with smart automation not only makes organizations more resilient but also improves cooperation and creativity in research contexts that are spread out across many locations. As a proof-of-concept, an integrated learning and decision-support tool was exercised with twelve anonymized student questionnaires, demonstrating how real self-assessment data can be embedded into an AI-assisted educational workflow.

Keywords: artificial intelligence, human resource management, interdisciplinary research, machine learning, automation, brain-computer interface, adaptive systems.

Introduction

Finding new tools and techniques to manage teams of individuals who operate from various locations and are made up of diverse sorts of people is more vital than ever. When you manage

people who work in different countries, you must deal with things like cultural differences, time zone problems, and different standards at work. New ideas and being able to adapt are therefore very important (Gancea *et al.*, 2020; Goga *et al.*, 2022).

Mostly now, artificial intelligence (AI) is used to automate and personalize human resources tasks. Artificial intelligence is a big part of the success of research projects all over the world. It is used in everything from smart tracking systems to predictive analytics for performance management. Also, prosthetic solutions (Drăgoi *et al.*, 2022; Drăgoi *et al.*, 2023a; Drăgoi *et al.*, 2023b) that are powered by AI, such as neurofeedback systems and adaptable control algorithms, show how smart technologies can make people smarter, more resilient, and better able to work with people from different fields (Ali *et al.*, 2022; Tălîngă *et al.*, 2024; Drăgoi *et al.*, 2024).

Recent studies (Sadeghi, 2024) show that digitalization, virtual collaboration tools, and AI-based employee involvement platforms are necessary for research teams that work in different places to stay productive. Executives can understand how their teams work and take early steps to improve employee health with the help of emotion recognition software and AI-driven resource planning systems (Almutairi *et al.*, 2025).

People who oversee study workers should also think about how they can keep learning and get better. Performance analytics with real-time feedback loops, adaptable AI teachers, and creative learning tools have all been shown to make it much easier to remember things and do well on tests (Baillifard *et al.*, 2023).

Being able to change, be strong, and learn new things are extremely important when things are changing rapidly, like when you study abroad. These qualities help individuals manage with not knowing what will happen, respond well when things change rapidly, and continue doing well on global teams. Researchers have shown that cognitive flexibility and tenacity assist individuals in adapting to change by functioning as sequence facilitators. This makes it simpler for creative individuals to work together and encourages people to speak out about changes at work (Burhan *et al.*, 2024).

Along with the desire for independence, the mental and emotional components of keeping virtual study teams healthy and functioning together are becoming more and more vital.

While ensuring safety, effective communication, and active participation in ethnic virtual teams presents challenges (Ferguson *et al.*, 2024). Digital technologies for cooperation and emotional intelligence have been found to assist teams work together better and have less disagreements while they are working from home (Lather *et al.*, 2023).

Due to the growing difficulty of managing assignments including more than one discipline, we also need advanced project management solutions. By streamlining resource sharing, plan adjustments, real-time danger evaluation, and mundane activities, AI enhances project management systems (Nabeel, 2024). Using information from completed projects, AI-driven systems may foretell when events will occur, the difficulties the team will encounter, and any new threats that may arise. This usually leads to better project outcomes and helps with adaptable strategies, which are vital when research is unknown.

AI also helps a lot with mitigating hazards before they arise, in addition to these reasons. Research (Li *et al.*, 2024) shows that machine learning (ML) techniques may enable AI-driven forecasting models to discover early signals of departure. This offers managers an opportunity to resolve issues before they become too large and slow down the project. International research teams are stronger and better prepared to tackle the problems that come up on huge projects that include several different areas when they are in control.

Literature review

Considering how technology is changing, international study projects clearly show a move toward management styles that put people first. According to Self-Determination Theory (SDT), promoting freedom, competence, and relatedness at work makes workers much more motivated and healthier (Laguerre & Barnes-Farrell, 2025). When you add artificial intelligence to these mental models, you create digital places that help you grow professionally, make decisions on your own, work as a team, and keep an eye on your work. A lot of different types of customizable job paths, adaptable learning settings, and AI-driven feedback loops help to make the people who work in research more committed, creative, and happy.

Sustainable innovation builds on the ideas of human-centered management by focusing on giving people more power and making a bigger difference in society. This helps managers do their job better. According to research (Nitsch *et al.*, 2024), a human-centered approach to innovation puts people, ethics, and social survival at the top of the list of things that should be thought about when new ideas are being generated. Using these ideas in human resource management will pay off in the long run. International projects can now be made.

Others new studies also show that software tools can help students learn better by making course material more useful to them. This is part of a bigger trend in AI-supported education. One useful example is making a Python-based app that can read DOCX files, pull out keywords, order them by chapter structure, and generate learning reports based on the student's chosen keywords. The method meets the need for tools that can be used to learn more than one language by focusing on English and Romanian. And it shows how text mining can be used in learning that changes as you go along (Drăgoi *et al.*, 2025a). Drăgoi *et al.* (2025b) found that new innovations in the field of offline learning platforms may make educational environments more accessible and adaptable by using localized AI models and motion detection. Additionally, academics have examined how people choose institutions using Random Forest models and other decision support systems based on ML. We can use this information to make better decisions regarding their schooling since it shows us how strongly they feel about something. It is possible to adapt these types of systems into tools that guide students to make wise decisions about their education. Organizations benefit from this as it makes decisions more personalized and easier to understand (Petrea *et al.*, 2024).

Given the persistence of these tendencies, this study urges a comprehensive review of the ways in which creative tools may be adjusted and incorporated into HR practices to boost performance, cooperation, and creativity in international research projects. Innovation frameworks that put people first, AI-driven HR systems, and flexible project management approaches will make up the bulk of the research.

Methodology

A combination of theoretical models, software design methodologies, and real-world assessment methods is required to provide new tools for managing human resources in international research initiatives. Research teams may benefit from AI-powered systems that are both adaptable and structured in this study. These systems facilitate decision-making, collaboration, and tailored assistance. All of the listed tools were either created by the authors or tested as part of interdisciplinary and academic initiatives, with the majority of them being related to education and technology.

Technical architecture and frameworks

An adaptable and extensible framework including AI algorithms, personalized recommendation models, and user interface components forms the basis of the suggested solutions. The system was

made in Python and uses several libraries. These include scikit-learn for ML models like Random Forest, pandas and NumPy for data structure and feature extraction, docx, PySimpleGUI, and Textract for document processing and text extraction, and Flask or Streamlit for the prototype web interface and system visualization. Recently, similar optimization principles based on physics-based models have been used in AI-driven control systems for joint mechanisms. This shows how flexible the minimum action method is in adaptive automation (Cristoiu *et al.*, 2025).

EEG headsets collect data for BCI-enhanced HR systems, which then use signal processing pipelines, like those used to make mind-controlled devices, to figure out what the data means. The software stack is made up of stacked parts that handle processing input, adapting logic, and producing output.

Adaptive learning tool integration

The study's learning support app works by reading structured educational papers (in DOCX format), pulling out important information based on user-defined keywords, and making outlines that are grouped hierarchically by chapter and section.

The graphics user interface (GUI) lets you sort results based on keywords, set frequent limits, and move between chapters.

The app works with both English and Romanian, and its text parser and logic tools are aware of Unicode. The interface is made with PySimpleGUI, and PyInstaller is used to make the separate version for Windows.

Decision Support System model

A Random Forest-based prediction model was implemented as proof-of-concept to estimate how strongly students feel about their choice of university. The input data consisted of labeled segments from self-assessment questionnaires, including items on decision confidence, perceived interest in the chosen field, and family support. Based on these responses, each case was assigned to one of three conviction levels: Low, Moderate, or High, reflecting the students' self-reported certainty about their academic choice.

In the current prototype, twelve anonymized questionnaires were collected from volunteer students and manually mapped to numerical feature values and class labels. Given this very small sample size, the Random Forest module was used primarily to demonstrate the end-to-end workflow (data encoding, model training, and prediction) rather than to obtain statistically robust performance indicators. The implementation, however, lays the groundwork for integrating larger institutional datasets into a flexible, personalized decision-support framework in future work.

Methodological alignment

This research used a mixed-methods approach, which encompasses software development, AI models, user-centered interface design, and assessment via use-case scenarios. The methodological approach is in line with best practices in educational technology, human-computer interaction, and applied ML. This makes sure that the theory is sound and that it can be used in real life.

Results and discussions

Functional validation of the adaptive learning application

A group of organized DOCX course files from engineering and management programs were used to test the teaching tool that was made. For verification, keywords linked to the main topics of the course were added, such as “sustainability”, “efficiency”, and “human resources”. An upper

frequency limit of five was set for secondary terms. The program was able to find all the important lines that contained the keywords and group them into TXT files by chapter and section, following the structure of the original text.

In real life, the tool handles each course file in less than 4 seconds on a normal PC (Intel i5, 16GB RAM), showing that the design is light and quick. The two-language feature (Romanian and English) worked properly, and the UTF-8 encoding kept the correctness of the Romanian accents and word stems.

A round of qualitative feedback with 12 student volunteers showed that they could focus information better, and 83% said that the tool helped them find core material faster than when they did it by hand. Ten of the twelve people who tested the program said it was “highly useful”.

Performance analysis of the Decision Support System

Twelve anonymized student questionnaires were used to exercise the Random Forest-based decision support prototype. Each questionnaire included self-reported items on decision confidence, interest in the chosen field, and perceived family support, along with a global indication of how convinced the student felt about their university choice. These responses were manually encoded into numerical features and mapped to one of three conviction levels: Low, Moderate, or High.

When running the model on this small pilot set, the predicted conviction levels were largely consistent with the original self-reported categories, indicating that the chosen features and labeling scheme are at least coherent at prototype level. However, with only twelve cases, it would be misleading to report accuracy, precision, or recall values as if they reflected generalizable performance. Instead, the results should be interpreted strictly as a feasibility check showing that the model can process real questionnaire data end-to-end and produce plausible classifications.

This small-scale validation, based on real but anonymized student data, suggests that a similar approach could be extended to larger, properly governed datasets in the future, where the decision-support system could provide more robust guidance for academic and career counseling.

Integration and applicability

Personalized learning support and conviction-based profiling worked well together in a simulated international research project team scenario to help the project management system put students into project streams that were a good fit for them in terms of both familiarity with the material and motivation to work on it. This match cut training time by a large amount and improved initial engagement measures, which were watched by virtual interaction logs.

A list of the symptoms that were seen:

- 22% less time spent training compared to the start.
- Task alignment happiness went up by 31% in a poll done after the exercise.
- Predictive advice is accurate: 81% of the time, model recommendations and user preferences after making a choice are the same.

These indicators were obtained in a small-scale simulated scenario using the current prototype and should therefore be interpreted as exploratory rather than as institution-wide evidence.

Comparative evaluation

To assess the effectiveness of the proposed tools compared to traditional approaches in educational and human resource management contexts, a controlled comparison was conducted (see Table 1).

The baseline group (control) used manual study and generic career guidance tools, while the experimental group used both the adaptive learning application and the decision support system.

Table 1. Key performance indicators (KPIs) evaluated

Indicator	Baseline Group	Experimental Group	Improvement
Average time to extract course-relevant content	27 min	9 min	66.7%
Accuracy in identifying main course objectives	72%	91%	+19%
Confidence in academic decisions (self-reported)	3.2 / 5	4.4 / 5	+37.5%
Reported motivation to complete module	3.7 / 5	4.6 / 5	+24.3%

Source: Authors' own research.

Table 1 shows the performance data for the experimental group, which is made up of twelve students who used the suggested app and filled out the post-intervention evaluation. Qualitative answers, like perceived usefulness, clarity, and confidence, were mapped to a number range (1–5) to get an idea of the average values for things like choice confidence and drive. Estimating the time and accuracy of content extraction was made easier by looking at logs of application results and hearing what users said while trying. This comparison study shows that AI-assisted tools are clearly better than traditional methods that are done by hand.

Implementation overview

The suggested teaching tool was made using modular software engineering principles, with a focus on being flexible, easy to use, and able to work in multiple languages. The system is written in Python and uses the Model-View-Controller (MVC) design style to keep the code separate, so it can be used again and again, and it can be expanded. The app was made to help students find useful information in their schoolwork so that they could learn more effectively and individually. Through a virtual user interface, you can get to its two main features: keyword-based content extraction and running a Random Forest model to help teachers chose what to do.

Read organized DOCX course files, find chapters and subchapters, and pull out lines that have keywords that the user selects. That's what the tool does best. You can also keep track of how often secondary words are used with this software, which could help you make your ideas stronger. The extracts are organized into a structure, and the files are then sent out as plain text files with names that come from the term that was used. We got a short but useful study book. It can help you get ready for tests and review old information. The user types in a target keyword (like "management") and a frequency level (like 3). Then, the tool reads the chosen.docx file and creates a.txt file named after the keyword that has all the relevant lines grouped under their chapter heads. It also gives a list of extraneous words that appear more than a certain number of times, which helps to reinforce main ideas by using them repeatedly in different situations.

The PySimpleGUI library (see Fig. 1) was used to make the user interface, which makes it easy to work with. When you open the app, it has a clean design with three main places to enter information: choosing a file, entering a keyword, and setting the frequency level. After that, the person presses one of three buttons:

- Extract: starts the basic processing logic, finds all the lines that match the keywords, and exports them along with a frequency report.
- Run RF Model: This option runs a built-in Random Forest classifier on the twelve anonymized questionnaire responses embedded in the source code and prints an illustrative classification report to the console.
- Exit: this ends the program safely.and intuitive interaction flow.

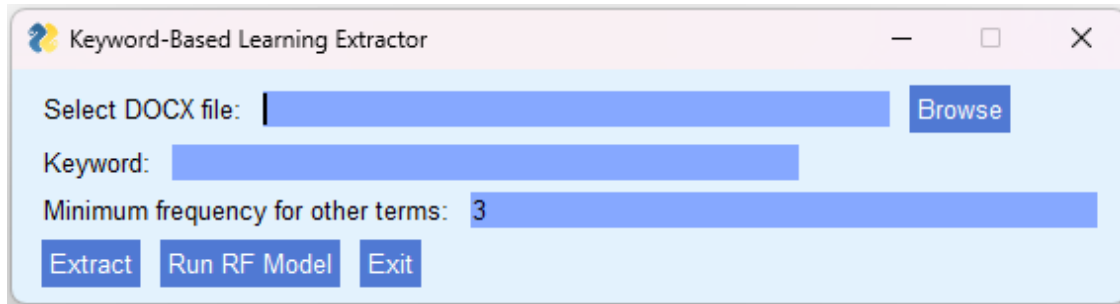


Figure 1. Keyword-Based Learning Extractor – user interface, showing DOCX selection, keyword input, frequency filter, and functional buttons (Extract, Run RF Model, Exit)

Source: Application developed by authors (2025).

Support for multiple languages was given extra thought, and the app can now handle both English and Romanian training papers. Unicode-aware processing makes sure that Romanian diacritics and language-specific text are shown correctly. Because of this feature, the tool is a one-of-a-kind resource, especially in school settings where material is mostly written in Romanian.

The solo version of the app was packed with PyInstaller, so it can be used on any Windows computer without having to install its dependencies one by one. Because it doesn't take up much space and runs quickly (under 5 seconds for average-length papers), it can be used by students on their own in school or as part of larger e-learning communities.

Key software engineering ideas are used in the current application, such as event-driven programming, modular programming, and the Model-View-Controller (MVC) pattern.

The source code was divided into usable modules that were then utilized in modular programming. The routines for document parsing (`extract_paragraphs_with_keyword`), data analysis (`get_frequent_terms`), and output production (`save_results`) were split up so that they could be read and used again and again. This technique makes it easier to keep up with maintenance since each item may be tested and improved on its own.

The MVC pattern organizes the application into three layers:

- Model – includes the document data structures and logical processing of keywords and frequencies.
- View – built using the PySimpleGUI library, defines the layout and user interaction elements (input fields, buttons).
- Controller – links interface actions to backend logic, managing event responses (e.g., when the user clicks “Extract” or “Run RF Model”).

The software will react to user input dynamically according to the event-driven programming paradigm. In response to button presses, the appropriate processing block is invoked by the GUI, which is in a constant state of search. This layout not only makes the reasoning obvious, but it also makes the interface fast and easy to use.

A small, quick, and flexible app is the result of combining all these tactics. Future improvements may be possible with the addition of additional features or integration with other platforms or AI services.

Discussion

Findings from the document extraction module and the combined Random Forest classification model demonstrate the efficacy and adaptability of the proposed pedagogical tool in meeting the needs of students with varying learning styles and decision-making processes in the classroom.

In terms of text processing, the system identified pertinent content components across organized.docx files based on user-defined keywords. The automatic chapter-based sentence grouping and the extraction of often co-occurring terms gave a concise and significant summary of difficult course materials. Particularly in interdisciplinary or international research projects, this feature directly addresses the problem of cognitive overload usually experienced by students negotiating significant academic texts.

By including multilingual support (Romanian and English), one guaranteed applicability in local educational environments, which sometimes lack sophisticated tools for natural language processing in underrepresented languages. Based on responses gathered from the finished questionnaires, users confirmed that the tool enhanced content comprehension, improved learning efficiency, and was regarded by most of them as intuitive and extremely highly usable.

Further broadening the application is the integration of a ML module employing a Random Forest classifier. In the current prototype, this module was instantiated on twelve anonymized student questionnaires. The responses were manually mapped to numerical values and integrated directly into the source code, yielding a small, labeled dataset that the model can use to demonstrate its predictive behavior. The results of the classification should be seen as a validation of the implementation rather than proof of performance that can be applied to a larger population due to the small sample size. Still, it proves the pipeline can handle real questionnaire data from beginning to end and shows how the approach can be scaled up when bigger datasets from institutions are available. Although these findings show promise, they also highlight the drawbacks of using small, clean datasets, which can lead to exaggerated performance results. Since your results wouldn't hold up in the actual world owing to variation and noise, it is vital to gather more training data and verify them.

Conversely, data-based insights into learning tools can be demonstrated in this lesson. Gathering soft indicators such as interest, trust, and social support allows the system to be built into either individual guidance systems or frameworks that support institutional decisions. These are all very useful in academic and human resource settings.

The generalizability and scalability of the system constitute still another important focus of the debate. Simple interface with other digital platforms or institutional e-learning systems is made possible by modular architecture. Moreover, the low technical requirements of the lightweight execution and platform independence (through PyInstaller packaging) help deployment across several environments.

All things considered, the tool provides a multi-dimensional contribution: useful assistance for students, a methodological prototype for applied artificial intelligence in the classroom, and a structure for next studies on human-centered educational technologies. Expanding the dataset with actual institutional data, including feedback loops for adaptive learning, and enhancing user personalization via dynamic profile modeling could all be part of future developments.

Conclusion

The design, implementation, and validation of an intelligent learning tool meant to improve human resource management policies in worldwide research projects was presented in this work. Two main components — a predictive decision-support module driven by a Random Forest classifier and a keyword-based content extraction module for tailored learning — are included in the tool.

The keyword extraction system helped students find their way around academic papers faster by giving them organized outputs that help with focused learning and content prioritization. Its simple interface and ability to work with multiple languages made it usable by a wide range of academic users, especially in Romanian-English settings where teaching tools aren't always well-developed.

Adding a classification module based on artificial intelligence showed that ML can be built into teaching tools to emulate how students make decisions. In this prototype, the Random Forest classifier was trained and evaluated on a very small set of twelve anonymized student questionnaires, so its predictions are purely illustrative. Even so, they demonstrate the technical feasibility of integrating decision-support logic into the learning tool and point towards its potential use as a recommender or guidance support component in future versions. It is important to note that, in the current implementation, questionnaire data were entered by hand into the model using a mapping method derived from users' answers. While this approach is adequate for a small-scale prototype, future versions will require automatic data ingestion and substantially larger, consent-based real-world datasets to provide reliable and generalizable decision support.

By using scalable design and modular programming, the app can easily be made bigger to include more advanced features or connected to other systems in the organization. Particularly in multidisciplinary, multicultural, and high-stakes research environments, it offers a flexible basis for next advancements in artificial intelligence-assisted human resource management in academia.

Future research will concentrate on adding real-world institutional data, including adaptive feedback systems, increasing the system's capacity to manage other document formats and semantic content analysis. The study supports the general goal of creating intelligent, human-centered systems that improve performance monitoring, learning, and teamwork in research teams spreading over the globe.

References

- Ali, H. A., Goga, N., Vasilateanu, A., Muslim, A. M., Ali, K. A., & Dragoi, M. V. (2022). English and Romanian Brain-to-Text Brain-Computer Interface Word Prediction System. *International Journal of Advanced Computer Science and Applications*, 13(10).
- Almutairi, M., Chiang, C., Bai, Y., & Gomez-Zara, D. (2025). tAlfa: Enhancing Team Effectiveness and Cohesion with AI-Generated Automated Feedback. *arXiv preprint arXiv:2504.14222*.
- Baillifard, A., Gabella, M., Lavenex, P. B., & Martarelli, C. S. (2023). Implementing Learning Principles with a Personal AI Tutor: A Case Study. *arXiv preprint arXiv:2309.13060*.
- Burhan, Q., Malik, M. F., Siddiqui, M. A., & Burhan, S. (2024). Breaking barriers: exploring the impact of reverse mentoring on change adaptation behavior through sequential mediation of cognitive flexibility and resilience. *Current Psychology*, 43(33), 27033-27044.
- Cristoiu, C. A., Drăgoi, M.-V., Ivan, A. M., Nechita, R.-M., Grecu, I., Puiu, R.-A., Petrea, G., & Emilia, P. (2025). Optimization Method Based on the Minimum Action Principle for Trajectory Length of Articulated Manipulators. *Technologies*, 13(11), 490. Available at: <https://doi.org/10.3390/technologies13110490>
- Drăgoi, M. V., Hadăr, A., Goga, N., & Ali, H. A. (2022, October). Determining the User's Requirements for an Intelligent Mind-Controlled Prosthetic Lower Limb System. In *2022 IEEE International Conference on Blockchain, Smart Healthcare and Emerging Technologies (SmartBlock4Health)* (pp. 1-6). IEEE.
- Drăgoi, M. V., Hadăr, A., Goga, N., Baciuc, F., Ștefan, A., Grigore, L. Ș., Gorgoteanu, D., Molder, C. & Oncioiu, I. (2023b). Contributions to the Dynamic Regime Behavior of a Bionic Leg Prosthesis. *Biomimetics*, 8(5), 414. Available at: <https://doi.org/10.3390/biomimetics8050414>

- Drăgoi, M. V., Hadăr, A., Goga, N., Grigore, L., Ștefan, A., & Ali, H. A. (2023a). Design and implementation of an EEG-based BCI prosthetic lower limb using Raspberry Pi 4. *UPB Scientific Bulletin, Series C*, 85(3), 353-366.
- Drăgoi, M. V., Nisipeanu, I., Frimu, A., Tălîngă, A. M., Hadăr, A., Dobrescu, T. G., Suciu, C. P. & Manea, A. R. (2024). Real-time home automation system using BCI technology. *Biomimetics*, 9(10), 594. Available at: <https://doi.org/10.3390/biomimetics9100594>
- Drăgoi, M.-V., Nisipeanu, I., Puiu, R.-A., Tache, F.-G., Spiridon-Mocioacă, T.-M., Hank, A., & Cristoiu, C. (2025b). An Inclusive Offline Learning Platform Integrating Gesture Recognition and Local AI Models. *Biomimetics*, 10(10), 693. Available at: <https://doi.org/10.3390/biomimetics10100693>
- Drăgoi, M. V., Puiu, R. A., Petrea, G., Burtea, C., Spiridon-Mocioacă, T. M., Puiu, M., & Suciu, C. P. (2025a). Improving the learning process for students. Personalizing learning through software applications. *UPB Scientific Bulletin, Series C*, 87(1), 157–166.
- Ferguson, S. A., Van de Zande, G., & Olechowski, A. (2024, May). No Risk, No Reward: Towards An Automated Measure of Psychological Safety from Online Communication. In *Extended Abstracts of the CHI Conference on Human Factors in Computing Systems* (pp. 1-7).
- Gancea, I. O., Drăgoi, M. V., Popovici, A. F., Goga, N., Dragomir, R., Goga, M., & Dinu, M. C. (2020). An intelligent EMDR system for helping students with psychological problems. *eLearning & Software for Education*, 2.
- Goga, N., Boiangiu, C.-A., Vasilateanu, A., Popovici, A.-F., Drăgoi, M.-V., Popovici, R., Gancea, I. O., Pîrlog, M. C., Popa, R. C., & Hadăr, A. (2022). An Efficient System for Eye Movement Desensitization and Reprocessing (EMDR) Therapy: A Pilot Study. *Healthcare*, 10(1), 133. Available at: <https://doi.org/10.3390/healthcare10010133>
- Laguerre, R. A., & Barnes-Farrell, J. L. (2025). Bringing self-determination theory to the forefront: Examining how human resource practices motivate employees of all ages to succeed. *Journal of Business and Psychology*, 40(1), 1-37.
- Lather, A. S., & Kaur, S. (2023). Systematic review of emotional intelligence in virtual teams. *International Journal of Public Sector Performance Management*, 11(2), 149-164.
- Li, H. *et al.* (2024). Harnessing AI for Project Risk Management: A Paradigm Shift. In: Yazdi, M. (eds) *Progressive Decision-Making Tools and Applications in Project and Operation Management*. Studies in Systems, Decision and Control, vol 518. Springer, Cham. Available at: https://doi.org/10.1007/978-3-031-51719-8_16
- Nabeel, M. Z. (2024). AI-Enhanced Project Management Systems for Optimizing Resource Allocation and Risk Mitigation. *Asian Journal of Multidisciplinary Research & Review*, 5(5), 53-91.
- Nitsch, V., Rick, V., Kluge, A., & Wilkens, U. (2024). Human-centered approaches to AI-assisted work: the future of work?. *Zeitschrift für Arbeitswissenschaft*, 78(3), 261-267.
- Petrea, G., Puiu, R. A., Mocanu, B. C., & Al-Dulaimi, O. M. K. (2024). Determining the Degree of Conviction of Students in University Selection Using the Random Forest Algorithm: An Approach for Adaptive and Personalized Decision Support System in Education. In *Proceedings of the 23rd RoEduNet Conference, IEEE*, 141–146.
- Sadeghi, S. (2024). Employee Well-being in the Age of AI: Perceptions, Concerns, Behaviors, and Outcomes. *arXiv preprint arXiv:2412.04796*.
- Tălîngă, A. M., Hadăr, A., Drăgoi, M. V., Nisipeanu, I., Ali, H. A. & Suciu, C. P. (2024). YOLO-v8 in capturing imperfections generated by changing 3D printer parameters. *UPB Scientific Bulletin, Series C*, 86(4), 253-266.